REACHING-OUT APPROACHES

ADULT LITERACY INITIATIVES FOR NEW BRUNSWICK

DEPARTMENT OF ADVANCED EDUCATION AND TRAINING

LAUBACH LITERACY NEW BRUNSWICK

TABLE OF CONTENTS

1.	Introduction	1
2.	The Provincial Prospective	3
3.	Workshop Objectives	6
4.	Reaching Out in Rural Areas	7
5.	Reaching Out in Urban Areas	19
6.	Reaching Out in the Workplace	35
7.	Reaching Out to Young Adults	50
8.	Keynote Speaker and Panel Members	59
9.	Workshop Participants	60

INTRODUCTION

The need to encourage more Canadian adults to upgrade their basic literacy skills (reading, writing and mathematics) grows each year. Yet the 1987 Southam News survey confirmed what many educators have long suspected: only 10 per cent of those considered "illiterate" indicated that they would ever want to take lessons to upgrade their academic skills.

Even though proven teaching methods exist and dollars are available, the central problem remains: how to reach out to recruit and retain those who could benefit from upgrading efforts.

On April 14-15, 1989, the Department of Advanced Education and Training and Laubach Literacy New Brunswick combined efforts to hold a workshop on how to improve reaching out approaches in this Province. Financed by the National Literacy Secretariat of the Secretary of State, the workshop brought together 90 teachers, learners, volunteers, labour leaders, representatives of government agencies, and others to identify reaching-out approaches which they had found to be successful.

This booklet records these practical and proven methods, in the hope that others will find them useful in the effort to help more New Brunswickers improve their lives from participating in literacy skills/development.

The workshop was organized by Maureen O'Sullivan under the direction of Richard Tenderenda. All contributions towards the success of the workshop are greatly appreciated. A special thank-you is extended to the keynote speaker Thelma Blinn, and the moderator and members of the panel: Thelma Kolding, John MacLaughlin, Diane McDonald, Conrad Murphy, Brent Poulton and Brian Woodland.

THE NEED TO DO MORE: THE PROVINCIAL PERSPECTIVE

Hon. Russell H.T. King
Minister of Advanced Education and Training

The purpose of this booklet is to share practical information and advice from those who are experienced in reaching out to, and assisting, adults to upgrade their literacy skills.

To be effective our literacy skill development programs must reach under-educated adults where they are: in rural areas, in urban areas, in the workplace and those young adults who have recently dropped out of school because the formal education of the public school system was not doing the job for them.

The New Brunswick Department of Advanced Education and Training has employed literacy coordinators at each Community College since 1984. Yet it has been very difficult to initiate literacy programs in the rural areas of the Province. As well, there are many urban-based literacy programs which have been successful; information about these programs needs to be shared.

With the introduction of full-time literacy classes at the Colleges, in September 1987 at some Colleges and in the fall of 1988 in the others, we found that very few adults under the age of 24 are enrolled in them. Hence very soon, the Department will open nine store-front "Learning Centres" to encourage younger adults to acquire additional literacy skills.

During recent months, many major employers and unions have made public the need for literacy in the workplace. In United States, a recent report emphasized literacy in the workplace as the top priority for literacy initiatives. The recent announcements about the use of Unemployment Insurance funds may also lead more adults to upgrade their literacy skills.

I consider adult literacy to be very important for New Brunswick. Therefore, I encourage greater public awareness, public debate and participation in the ongoing efforts to reduce adult illiteracy and to create a social environment that is supportive of life-long education.

Today's adult literacy issue impacts profoundly on New Brunswick, in terms of educational, social, cultural, human and economic consequences. The economy of New Brunswick will require better educated and better trained citizens.

In spite of substantial educational investments, every developed country has observed growing illiteracy. All developed countries have desperate need for developing innovative short-term, medium-term and long-term strategies to reduce illiteracy.

Further education and retraining of many adults will command an even greater priority during the coming years. Illiteracy does have a profound impact on employees, clients and consumers. All educational programs will need to respond to these changing economic and social conditions.

Since the early 1980's, the Department of Advanced Education and Training has officially recognized the urgency of the adult literacy problem and confirmed that literacy training constitutes part of the Departmental mandate.

The objectives of our strategy were and are: (1) to increase awareness of the extent and implications of illiteracy in the Province, (2) to increase the availability of services and training opportunities to the Province's adult illiterate population, and (3) to increase the number of adults enabled to overcome illiteracy and to attain high school graduation, or the equivalent standards of academic achievement.

To further greater adult literacy, the Department employs Literacy Coordinators and Instructors at the Community Colleges. For the grade 3 to 7 reading levels, the adults are referred or can apply to the literacy classes (daytime), part-time Night School programs, or the soon-to-be established nine store-front Learning Centres (mainly for youth 15-24 years of age, and using some computer-based instruction).

For the higher (grade 7 to 12) reading levels, adults are referred or can apply to (a) part-time "Night School" programs (usually once per week for a 3-hour lesson), and includes the G.E.D. preparation courses or (b) full-time Basic Training and Skill Development (B.T.S.D.) programs at all the Colleges, or (c) the correspondence courses offered through the local Community College.

I offer a sincere "thank you" to all the volunteer literacy tutors in the Province. They provide immeasurably important literacy tutorials to about one thousand adults in our Province.

During the coming months, local cable television channels will show a New Brunswick produced, half-hour documentary about adult literacy. Later on, a number of literacy lessons for adults will also be seen on local cable television channels. Both these literacy initiatives, cost-shared for funding with the Secretary of State, were and are administered by "Laubach Literacy New Brunswick". I offer my "thank you", to those responsible for these volunteer-based efforts.

The volunteer literacy tutors are organized within 31 literacy councils, which are independent, with similar standards and practices.

The Department has funded and will continue to fund (a) the costs for "core" teaching books and supplementary reading materials used by the tutors and the learners and (b) the training workshops, attended by the volunteer literacy tutors.

Literacy coordinators from each of the nine Community Colleges will continue as needed and requested, to assist:

(a) the two provincial literacy organizations,
(b) each literacy council,
(c) the trained volunteer literacy tutors, and, of course
(d) the under-educated adults who want to learn.

The adult learners will continue to be well served by the trained volunteers and by the programs offered by the Department. I would also like to thank the Federal government department, "Secretary of State", whose financial contribution has enabled this workshop to take place.

During recent weeks, a total of 14 jointly-funded literacy proposals were approved by the Federal Government, Secretary of State, under the National Literacy Program and by the N.B. Department of Advanced Education and Training. These proposals include:

Use of computers for literacy programs.
Development or acquisition of curriculum related materials for the literacy programs, including computer-based learning systems.
Development of a model for the delivery of literacy services in rural areas.
Establishment and support of native literacy organizations.
Professional development for literacy practitioners.
Literacy projects in the workplace, and
Research projects intended to identify the nature and the extent of illiteracy in New Brunswick generally, and in the workplace in particular.

One of these 14 projects will be coordinated with "Laubach Literacy New Brunswick". The project will organize local networks of volunteers to write and publish 20 booklets of local interest and written at a low-reading level.

All of you are, no doubt, aware that 1990 has been declared as the International Literacy Year. For this event, the Department and the nine Colleges will be developing plans for literacy-related projects and initiatives during the next two months. I encourage all the literacy councils in New Brunswick, to propose projects or initiatives, some of which could be implemented in cooperation with the local Community Colleges.

WORKSHOP OBJECTIVES

(1) Through the group sessions, to collect material for a booklet on effective methods of reaching out.

(2) To provide an opportunity for the participants to present and exchange information and experiences.

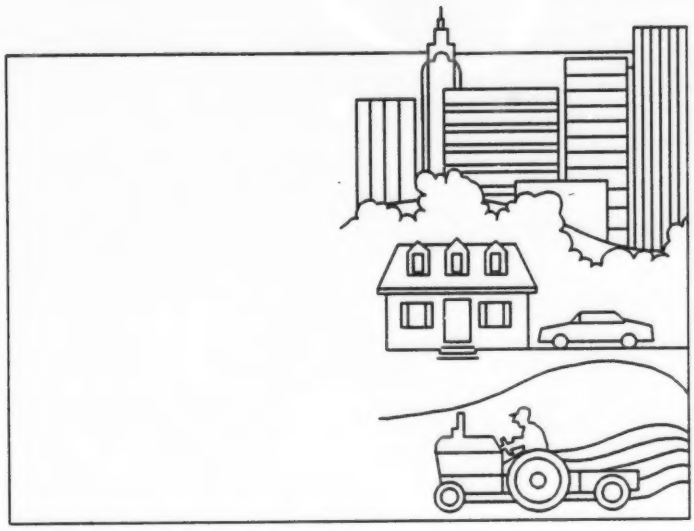
(3) To increase the participants' awareness of the special issues and problems that inhibit adults from improving their reading and writing skills.

(4) To draw upon the experiences of the resource persons in developing fresh approaches.

(5) To provide an environment for each participant to become confident to develop, prepare and implement reaching-out initiatives.

With the use of the following outline, participants discussed and developed reaching out strategies for rural areas (Groups 1 and 2), urban areas (Groups 3 and 4), workplace areas (Groups 5 and 6) and young adults (Groups 7 and 8).

1. APPROACH (reaching-out method)
2. TARGET (group to be reached)
3. Step by step description of how approach was/would be used.
4. What materials, resources, facilities, etc., were/will be needed?
5. What, if any, special skills were/are needed to do this?
6. What problems did/might you encounter?
7. What was/will be the measure of success?
8. How could this approach be changed to make it more successful?



REACHING-OUT IN RURAL AND URBAN AREAS

APPROACH HELPING WITH FORMS

TARGET **People With Poor Reading and Writing Skills**

Few people like filling out forms, but for those who lack basic reading and writing skills, the experience can be especially intimidating. Firms like H & R Block make their living helping people file income tax returns, but what about such other commonplace challenges as applying to change the registration for a car, applying for a moose hunting licence, or establishing your eligibility for unemployment insurance or social assistance?

One way to reach potential learners is to arrange a drop-in night at a location (a church hall or a community centre) where clients will feel comfortable, and provide them with basic help in interpreting and completing forms which are of real importance to them. This approach can put you in contact with people who might well like to improve their literacy skills. You can then help the process by putting them in touch with a tutor who just happens to be readily available.

One important part of this technique is to get the co-operation of the agency issuing the forms and to know exactly what you are doing. After all, it is a poor advertisement to help someone

make a literate application, that fails to meet the agency's requirements for routine processing.

Developed by Workshop Group #1

Reaching Out in Rural Areas

Tried by John MacLaughlin, Guest Panelist

NOTE: Many rural and urban approaches are interchangeable.

APPROACH: BOOKMARKS

TARGET: **Readers Who Know Non-Readers**

If you.....

.....know a non-reader

.....want to help

WE CAN HELP

CALL... 529-8801 or
1-800-561-2033
(Ext. 147)

Amedee Cormier
Literacy Co-ordinator

INFORMATION FREE AND CONFIDENTIAL

New Brunswick Community College
St. Andrews, N.B.
E0G 2X0

Because of the limited space, the design of a bookmark should be simple and to-the-point. Note the use of logos to catch one's attention. Under the heading "local contacts" name of literacy council members and telephone numbers are listed.

These bookmarks were widely distributed: stores, restaurants, businesses ..... Necessary materials and resources include funds for printing, teaching materials, tutor. Special skills required are tutor training and design abilities.

Problems include those associated with tutoring: a good tutor-student match, transportation and lessons' location.

Success is measured by responses and subsequent tutoring arrangements.

Developed by Amedee Cormier
NBCC-St. Andrews

APPROACH "BRING A FRIEND"

TARGET **Friends of Enrolled Students**

In this approach you let your student be your mouth piece. Use students to get more students.

Organize a week when students are urged to bring friends whom they know would benefit from the program.

The measure of success would be increased enrolments. The only problem would be too many students!

"In a rural area, you have to work twice as hard to get half the students."

John MacLaughlin
Grey-Bruce Literacy Network, Guest Panelist

APPROACH ASK THOSE WHO KNOW

TARGET **Those Who Know Who Are Non-Readers**

Many people in your community already know who the non-readers are. They include persons who work in banks and the post office, lawyers, church groups, seniors, salespersons in shopping malls and catalogue order offices, fellow workers and union representatives. Don't forget the school teachers, especially when trying to identify recent school drop-outs.

Use this network to reach those who can help you locate people who lack necessary literacy skills.

Not all of these contacts need be made in person. You can use radio or television, newspaper articles and ads, notices on pay stubs and store bulletin boards, exhibits at fairs, announcements from the pulpit and at union meetings.

Make sure that you maintain necessary confidentiality. You may have to be inventive to explain why you have approached a potential client, but it may not always be a good way to start by identifying your client's friend who has just told you that he or she was a prime candidate for your next class.

Developed by Workshop Groups #1 and 2

Reaching Out in Rural Areas

APPROACH: MEMBERSHIP DRIVE AND LITERACY AWARENESS CAMPAIGN

TARGET: **Residents of Carleton County**

The Carleton County Literacy Council decided to organize a **Literacy Awareness Week, November 20-26, 1988.** An ad hoc committee was established to provide guidance and support. Aims were defined as 1) increase literacy/illiteracy awareness, 2) recruit non-readers, 3) recruit members for council, 4) recruit tutors. Contacts were made with media, clergy, town council, local malls. Arrangements were made to have support material printed and a radio station literacy hotline established.

Needed resources included a computer graphics program, a radio production studio and a VCR for use at an information booth. For this approach skills in newspaper writing and radio production were invaluable. Funds were necessary for printed materials.

The main problems were a lack of manpower (volunteers) and the time required for the campaign.

Success of the approach was measured by the number of recruitments of council members and students.

Developed by Carleton County Literacy Council-Campaign Co-chaired by Grace Shaw and Wayne Macdonald.

Reported by Workshop Group #4
Reaching Out in Urban Areas

APPROACH DOOR-TO-DOOR (1)

TARGET **Potential Learners**

A time-consuming, but effective way of reaching potential learners is to seek them out door-by-door. It takes time and patience, but experience shows that this method can have a long-term payoff.

You need to start with a well-informed, highly-motivated volunteer. Calling door-to-door involves energy, assertiveness and tact. You may encounter lack of interest, or even hostility. If you do you move on because maybe the next house will provide your payoff: someone who's been waiting to be asked.

In a rural area of Ontario (with a population distribution much like New Brunswick), door-to-door canvassing produced an initial group of only five students (from 300 households contacted). Later on as skills were acquired and word got around, the number of learners rose to 25.

Where personal contact counts, there may be no more effective substitute than hitting the road and going door-to-door.

Developed in Grey-Bruce Literacy Network, Ontario

Reported by John MacLaughlin, guest panelist

APPROACH DOOR-TO-DOOR SURVEY (2)

TARGET **Residents of Restigouche County**

Canvassers visited 10,200 households in Restigouche County to determine literacy levels and needs of residents. Information collected was compiled at Campbellton Community College. Names of prospective students and tutors were given to the literacy councils. The college organized night classes for new students.

For the survey a questionnaire was designed to provide information for the interviewee as well as the canvasser. The four canvassers hired were given a three-week training course giving them knowledge and skills in filling out questionnaires and conducting interviews. They were briefed on literacy issues and available programs.

In anticipation of hostile receptions, canvassers were given security tips by a policewoman. Because of the stigma attached to the word "literacy" canvassers were required to approach persons with sensitivity and empathy. Funding (approximately $40,000) was provided by CEIC.

The major problem encountered was the reluctance of people to admit to low reading levels. Thus the "illiteracy" rate in this survey was lower than in previous surveys.

Success was based on the number of new tutors (1000) and students (400).

Developed by Jacques Leclerc
CCNB-Campbellton

APPROACH DISTRIBUTING BROCHURES AND FLYERS

TARGET **General Public**

Brochures and flyers can be an effective vehicle for spreading information to a large part of the population. The cost of producing printed material can vary enormously, and if you have the funding, it can be a real advantage if your material is professionally designed and printed.

But with very little money, brochures and flyers can be hand-designed and reproduced on a copy machine. A photocopier (especially a high volume model) is required as well as funds for printing, if you can't find a supporter to absorb the cost. Members of a New Brunswick literacy council used local supermarkets and grocery stores to distribute their flyers. With the co-operation of store owners and employees, the group distributed its flyers on the busiest shopping day of the week. It doesn't hurt to aim for the week when store customers have received social assistance or family allowance cheques.

Whether your brochure is hand-designed or professionally produced, it's good to use a simple one-line message with clear lettering, plus a phone number and name for the contact person.

In some cases, store cashiers may forget to distribute flyers, and even when the flyers are handed out, not every one will look at them. Still it's a game of percentages and chances are this approach will increase your number of inquiries and new students.

Developed by Workshop Group #1

Reaching Out in Rural Areas

APPROACH TELEVISION ADVERTISEMENT

TARGET **Adults in Need of Reading and Writing Upgrading**

The old adage "a picture is worth a thousand words" makes television a vital tool in literacy outreach. Major disadvantage is the cost of production and air time. The Department of Advanced Education and Training financed the production of an ad made in NBCC Woodstock. Air time was purchased from ATV ($15,000 - 16 weeks). Aimed at potential learners, the ad was designed to publicize a provincial toll free telephone number (**1-800-561-9307**) called **Reading Helpline.** The Helpline refers callers to a local telephone number. The response was excellent. However air costs are very high. Another disadvantage is the reluctance of some people to dial an "800" number. Many people feel more comfortable dialing a local number.

APPROACH PUBLIC SERVICE ANNOUNCEMENTS

TARGET **Potential Learners**

Produced advertisements can be used as public service announcements. Some television stations might be persuaded to donate air time. Simpler PSA's can be aired on "bulletin boards" of local stations and community information channels (cable). A possible disadvantage is the use of print by some information channels - so information would not reach non readers.

Suggested by Workshop Groups # 1 & 2

Reaching Out in Rural Areas

APPROACH — COMMUNITY CABLE INTERVIEW AND PUBLIC SERVICES ANNOUNCEMENTS

TARGET — **Viewing Audience, Particularly Potential Students**

Approach your community cable television station and outline the work done in your community by the local literacy council(s). With the station's cooperation develop production ideas. The following format was tried: a member of a literacy council was interviewed. The interview was highlighted by an on-screen example lesson between tutor and student. This approach required "actors" with some degree of self-assurance.

Subsequently the station used portions of the "interview" and "lesson" as Public Service Announcements - very effective when a literacy blitz is on!

Developed by Community Cable Station(s) Moncton
Literacy Council (Moncton)

Reported by Workshop Group #3
Reaching Out in Urban Areas

APPROACH VIDEOS

TARGET **General Public, Literacy Practitioners, Trainers, Trainees**

With funding, **Laubach Literacy New Brunswick** has produced a twenty-eight minute video featuring successful learners. An excellent public relations tool, it is useful for public awareness campaigns and viewings in displays, fair booths, service clubs, church groups. Copies are available to all literacy councils.

A video of the **Panel Presentation** at the workshop is available from Richard Tenderenda, Department of Advanced Education and Training. The video provides an excellent survey of reaching-out techniques employed across Canada.

INTERNATIONAL

LITERACY

YEAR

"We have 1990 coming up and Canada will never have experienced before a better outreach vehicle".

Thelma Blinn, Keynote Speaker

RADIO

Radio has become part of our environment. We listen to the radio at home, in our cars, often in the workplace. Because of its mass appeal, radio can be effective in reaching non readers. Television and radio methods (ads, interviews, etc.) are similar but radio air costs considerably less than television air.

APPROACH	RADIO DRAMA
TARGET	**Potential Learners**

As a change from ads, one literacy group wrote a short play to publicize a "hotline" for literacy information. For this approach, it was essential to have the co-operation and expertise of radio station employees. A script was written, and a cast recruited. Writing, acting and producing skills were a must. Here in New Brunswick, production costs and access to radio stations would have to be considered. Measure of success would be the response to the "hotline".

Developed by John MacLaughlin, Guest Panelist, and used by the Grey-Bruce Literacy Network

Reported by Workshop Group #2
Reaching Out in Rural Areas

APPROACH CBC RADIO AUCTION

TARGET **Students/Tutor/General Radio Audience**

In Moncton a radio auction proved to be a successful way of reaching out to the radio audience. CBC producers expressed an interest in doing a series on literacy issues. Co-operative discussions were held involving CBC, literacy council executive and literacy coordinator (NBCC-Moncton). Letters asking for donations for the auction were sent to local businesses, companies. Daily interviews were aired for one week, dealing with a variety of literacy issues (workplace, prisons, etc.) Over the next two weeks items were auctioned daily, reaching a finale on April 28, 1989. CBC held an "open house" and auctioned off the larger items donated.

Success could be measured by:

1. involvement of local business
2. great publicity
3. funds ($2000) for the Greater Moncton Literacy Council

Developed by CBC
Greater Moncton Literacy Council
Jerry Hicks - NBCC Literacy Coordinator

APPROACH RADIO LITERACY CAMPAIGN

TARGET **Learners - Single Parents, Housewives, Unemployed, Disabled**

Arrange a meeting with radio station manager. Once you have obtained the station's cooperation, persuade the station to be a partner in your literacy campaign. With assistance of station staff members develop a campaign based on demographics (who listens to what when). Identify your learners who are willing to speak and ask them to give testimonials.

Combine radio campaign with other media work (e.g. newspapers. Try for a blitz effect: Repeat! Repeat!. After the "blitz" remember to inform the radio station of the results.

For this approach you will need cooperation and expertise of radio employees, writing skills, committed volunteers and students with good public speaking skills. Problems could be encountered by a lack of any of the above or the inability to cope with a very successful campaign!

Developed by Workshop Group #3

Reaching Out in an Urban Area

NEWSPAPERS

Traditionally newspapers have been sensitive to literacy issues. The selling and reading of newspapers requires a literate population.

In New Brunswick, there are several daily newspapers with a provincial circulation. Many small communities produce weekly newspapers. For ads and feature stories, the latter are recommended for two reasons: 1) local interest and 2) the length of time "weeklies" are kept in households. In the larger communities weekly sections (TV Guides, Women's Sections) of the daily papers may be good spots for outreach information.

APPROACH: FEATURE STORY

TARGET: **Newspaper Readers**

At the suggestion of Amedee Cormier (Literacy Coordinator, NBCC St. Andrews), the Saint John Telegraph-Journal ran a human interest story on an elderly lady living on Deer Island. She had never learned to read or write, but now, at age 79, she wanted to be able to sign her name on her cheques "before she died". As a result of this story, many people called to volunteer their tutoring services. Other callers mentioned people who could use help with reading. This is an approach that has benefits for many!

"When you do print advertising direct it to "if you know someone" - it works very well .... send information out to social agencies .... force them to do you work for you .... have them do your referrals.

Brian Woodland, Guest Panelist

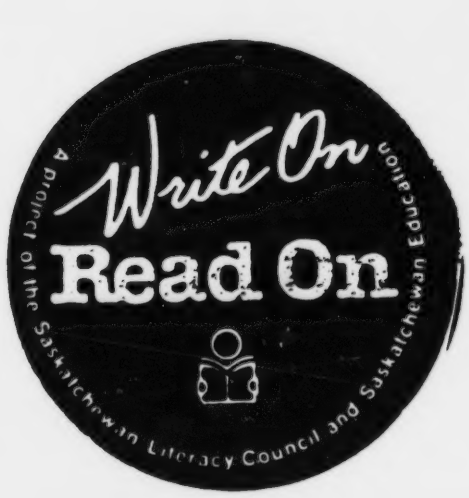
PINS

APPROACH: **Everyone**

TARGET:

Marketing - selling people what they want to buy. One of the simplest methods for marketing literacy is Pins. Marketing pins means wearing your organization's pin all the time. Whenever someone asks about your pin, give an enthusiastic explanation.

The Greater Moncton Literacy Council sells pins using the Laubach motto and logo. Cost of producing the pins is offset by sales. In this way pins are an effective tool for fund raising and marketing.



APPROACH

POSTERS

"WE CAN HELP"

TARGET

Non Readers - Potential Students

Design and make several posters illustrating problems faced by persons with low level reading skills. Arrange visits to professional offices and other facilities where posters might be useful. Include the following in your visits:

1. Manpower and Income Assistance offices
2. Medical clinics
3. Community kitchens
4. Food banks
5. Churches
6. Salvation Army.

Take time to sensitize professionals to literacy problems and convince them of the usefulness of the posters. Take more time to make follow-up visits to check the effectiveness of your display. Posters should be changed on a regular basis. Make sure that a tutor-coordinator monitors the response rate.

For this approach you will need time, a good distribution system and public relation skills. For the posters you will need imagination, artistic talent and money for materials. If funds

are sufficient, posters could be laminated for a longer "life"; and additional display sites might be found. Your measure of success would be student response.

Posters designed by Marion Zaichkowski

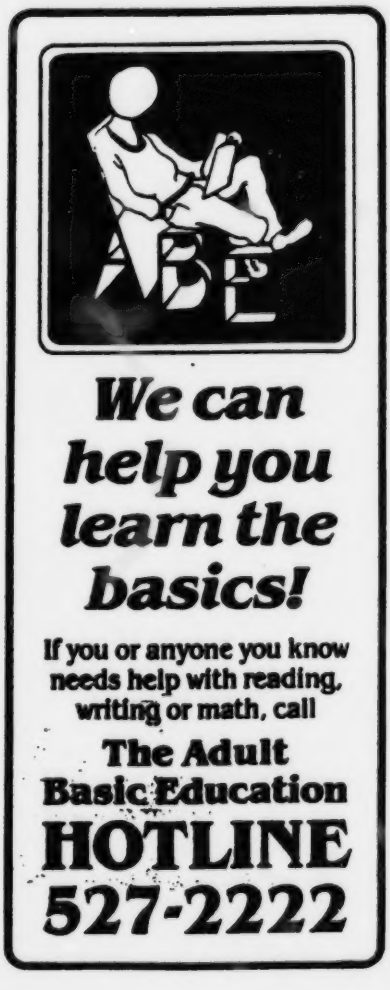
Developed by Workshop Group #4

Reaching Out in Urban Areas

APPROACH: HAMILTON HOTLINE

"WE CAN HELP YOU LEARN THE BASICS!"

TARGET: **Prospective Students**


We can help you learn the basics!
If you or anyone you know needs help with reading, writing or math, call
The Adult Basic Education
HOTLINE
527-2222

When competition for students and duplication of programs began to affect literacy efforts, representatives of all adult education programs offered in the Hamilton area met to discuss ways of reaching potential students. A common goal was identified: "Serve the learner, not the agency". Following an evaluation of all programs, a catalogue of programs was assembled. A Hotline co-ordinator was appointed and volunteers were trained in telephone skills and familiarization with the programs. A key factor in the hotline success is the volunteer's ability to refer callers to the appropriate programs.

Funding for the telephone line was provided by the Federal government, but additional moneys were needed for office space and staff. Volunteers were recruited, media contacts for publicity purposes were made and brochures were reprinted.

An initial problem was inadequate funding. However, lack of money forced organizers to seek help from community organizations. This "problem" turned into an asset because public awareness and support of literacy issues increased.

Since its establishment in 1984, the hotline has averaged 35 calls per week. By using a telephone follow-up call (4-5 weeks after initial call), hotline organizers are able to set an enrolment rate of 50%.

Developed by Adult Basic Education Association of Hamilton-Wentworth

Reported by Brian Woodland, Guest Panelist

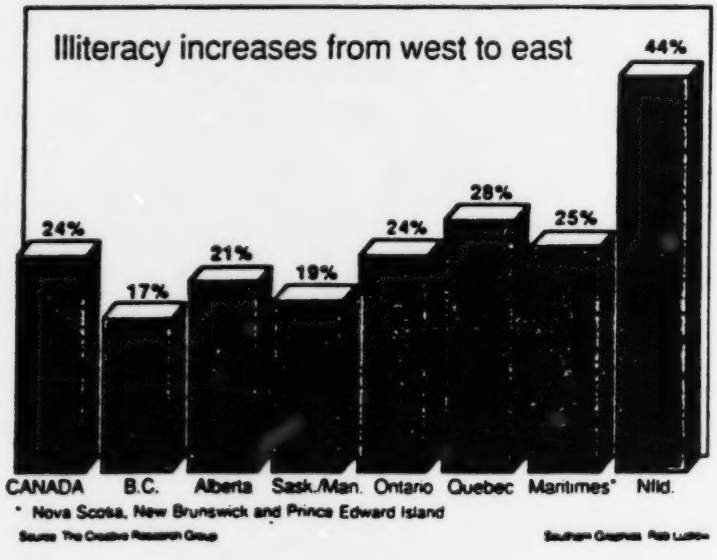
APPROACH — LITERACY AWARENESS SLIDE PRESENTATION

TARGET — **Community Service Clubs and Agencies, Businesses and Companies**

The Adult Basic Education Association of Hamilton-Wentworth developed a slide presentation for fund raising purposes. It was professionally produced at a cost of $3000. The presentation, with an accompanying script, is aimed at those who know nothing about literacy and outlines the Canadian issues using statistics from the Southam Survey. The presentation can be purchased from ABE Hamilton-Wentworth for $40.00. Slides pertinent to the Hamilton area could be replaced by slides relevant to New Brunswick. Good promotional material.

Developed by Adult Basic Education Association of Hamilton-Wentworth

Presented by Brian Woodland, Guest Panelist



APPROACH BUS SIGNS

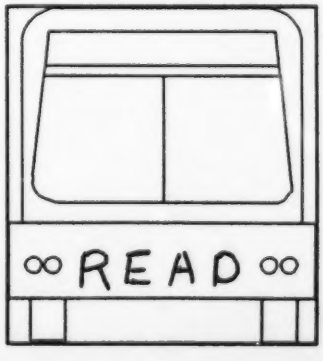
TARGET **Friends of Learners**

Decide on an effective slogan. Make sure it is easy to read by using large print and phone number. Make it colourful - use pictures if possible.

Have the sign designed by professionals. Work with the sign company to make sure you get the type of sign you want. (Try a prototype first). Choose a creditable advertising/sign company whose people should be sensitive to the target group. Ask if they (company) might consider donating their time but pay if it is necessary to get quality!

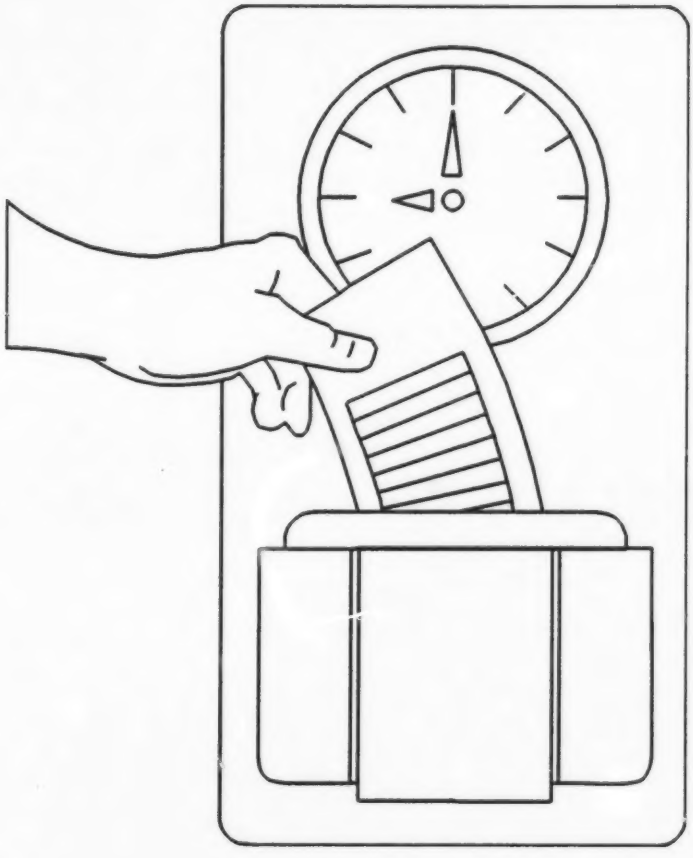
When a sign was produced in Moncton the company did quality work but was slow in delivering the finished product.

Success is measured by number of students or friends who responded. The sign serves as an excellent vehicle for public awareness.



Developed by Greater Moncton Literacy Council
Jerry Hicks Literacy Coordinator NBCC

Reported by Workshop Group #3
Reaching Out in Urban Areas



REACHING - OUT IN THE WORKPLACE

LITERACY IN THE WORKPLACE

Workshop Group #5

Issues Initially Raised:

Most of the participants had minimal experience with this topic, but were very interested in understanding and addressing this issue.

For a volunteer literacy council and volunteer tutor, what are the appropriate steps to begin a "literacy in the workplace" initiative?

How can employees be encouraged to become more literate?

How are learners in the workplace recruited? How can the importance of confidentiality, benefits to learners and employer for "literacy in the workplace" initiatives be emphasized?

How can literacy workers deal with an employer who says that more educated workers are not wanted?

How can literacy instructions to employees working on irregular 12-hour shifts be provided?

What should be the contents of a "workers guide", as part of the various "employee assistance" programs, that include options for "literacy in the workplace"?

How can a team-work approach be set up?

How can ongoing cooperation between union and management in promoting the initiatives for "literacy in the workplace/literacy for the employed" be ensured?

Discussions about problems and solutions The key concern was the elimination of the word "literacy" in all discussions. Mr. Brent Poulton, Frontier College, proposed "communications", which could encompass a continuum of various academic upgrading programs (e.g. elementary and work-related math skills, writing memos and reports, spelling, advanced writing skills) for almost all employees.

The need for a long-term approach and commitment must initially be understood by all parties concerned. It was suggested that in many instances a full-time coordinator may have to initially organize the literacy/academic upgrading services.

The academic upgrading of the employees should encourage better staff relations. The long-term result will be a changed "culture" in the workplace.

To avoid duplication and encourage cooperation all new initiatives should begin with an awareness of all the "learning" programs available in the community.

The group was made aware that many employers offer safety, fitness, day-care, etc. programs, as categories of "employee assistance program" for their workers. If any other program, like literacy, proves to be profitable and worth while, then it could also be included.

The important aspect of the "literacy in the workplace" concept is not only to assess the literacy/academic upgrading needs within a work setting, but also to propose various alternatives for implementing a cooperative team-based resolution of the difficulty.

The initiative would be greatly strengthened if the organizing/cooperation committee include respected people who were "divorced" from the day-to-day union-management conflicts.

An aspect of flexibility could be to initiate a pilot project off the work site. The approach in some instances may be to rewrite technical reports and notices into easier-to-read language.

The organizers, individual "instructors" and "learners: must all initially agree to the highest degree of confidentiality before anything can be planned.

APPROACH

BUSINESS INITIATIVE FOR LITERACY DEVELOPMENT
BUILD
Proposed January, 1989

TARGET

People Lacking the Basic Literacy Skills Necessary for Jobs Available in Bangor, Maine.

Proposal: Design a "BUILD" pilot program in Bangor area by:

1. Penobscot Consortium Private Industry Council
2. Training and Development Corporation, and
3. Bangor Chapter of Literacy Volunteers of America

The Penobscot Consortium and Literacy Volunteers will recruit 20 volunteers from area businesses to be trained as tutors. Initially 72 area businesses were contacted by mail to solicit interest in the program. Each volunteer tutor will:

1. Volunteer some of his/her time and do some tutoring on company time.
2. Each tutor will pledge at least 100 hours of literacy instruction to be provided during hours of mutual convenience for tutor and student.
3. Training could take place 3-4 hours per week over an eight month period.

Training and Development Corporation (T.D.C.) will provide

20 functionally illiterate students, taken from among the recruits for federal and state job-training programmes. It will provide space for training, child care services and transporation. The Bangor Chapter of Literacy Volunteers of America will provide the training materials and will train the 20 tutors.

When basic reading proficiency is achieved, each student will be enrolled in the T.D.C.'s Bangor Learning Centre for additional academic training. Businesses providing volunteers to BUILD will be given first priority in hiring program graduates.

If pilot program (BUILD) is successful in the Bangor area, it may be expanded to include the entire Penobscot Consortium, (Penobscot, Piscataquis and Hancock Counties.)

Developed by Ms. Pamela Chute, Vice-chairman of Penobscot Consortium
Mr. Lowell Kjenstad, Member of Board of Directors of Literacy Volunteers of America

Reported by Richard Tenderenda
Workplace Group #5
Reaching Out in the Workplace

APPROACH

ONTARIO BASIC SKILLS IN THE WORKPLACE

TARGET

Ontario Residents, Currently Employed, or Temporarily Laid Off

This program, designed to help adults upgrade basic English and Math skills, enables workers to keep up with new developments or get ahead in their jobs. Benefits for employers would be improved efficiency and productivity of participating employees. In addition to employers and employers' association programs, sponsors may include unions, and employee groups.

Flexibility in program length and training schedules is encouraged. Training can take place in the workplace, union hall or an employee association facility. Training projects may vary in length with a maximum duration of 400 hours.

Participants may receive a certificate of achievement upon successful conclusion of instruction. In addition to Basic Skills Upgrading, participants may be offered courses related to special technical or job-related vocabulary, scientific and technical knowledge up to post-secondary level and oral English or French second language instruction (if job related).

Sponsoring organizations can receive 100% of the direct costs

of the instruction and related administrative expenses. They can provide in-house instructors or hire trainers from elsewhere.

Participants may be eligible for "Special Support Allowances" for child care, transportation or accommodation expenses over and above regular work-related expenses.

Developed by Ministry of Skills Development
Access Programs Unit
Ontario Basic Skills in the Workplace
Mowat Block, 3rd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Reported by Richard Tenderenda
Workshop Group #5

APPROACH INDUSTRIAL TUTORING PROJECT

TARGET **Employees in Three Regions of Canada**

This project is made possible by a partnership involving Laubach Literacy of Canada, participating companies and their employees, and the federal government. Companies can contribute tutoring space, cost of materials, paid time off work for participating employees and clerical assistance. A participating company also has the option of paying the cost of tailor-made learning materials related to a production process or a business activity.

A Laubach Literacy of Canada Regional Coordinator will meet with management and union representatives to assess the need for basic skills training. When a consensus has been reached, a specific program for improving these basic reading, writing and math skills will be implemented.

Tutors are recruited and trained and then the learner is paired with a compatible tutor so that individualized attention speeds the learning process. Typically, learner and tutor will get together for two 1-hour sessions per week.

Employees are usually asked to give up half an hour of their lunchbreak which management matches with half an hour of actual working time.

Success can be measured by benefits for both company and employees. With improved reading skills employees read manuals and directives accurately, resulting in less supervisory time wasted. Safety signs and instructions read correctly mean a better safety record. Absenteeism decreases as employees gain self-confidence. Chances of employee promotion increase. More highly motivated employees can lead to an improvement in employer/employee relations and communications. Tutor-employees have a chance to display leadership qualities and suitability for further training.

Adapted from Industrial Tutoring Project Brochure
Juel Weideman, Project Manager
Industrial Tutoring Project
Laubach Literacy of Canada
23 Dutch Road
St. Armand West, Quebec JOJ 1T0

APPROACH INDUSTRIAL TUTORING PILOT PROJECT

TARGET **Cape Breton Companies with One Hundred or More Employees**

Funding was obtained and Diane McDonald was hired as a full-time coordinator. After setting up and equipping an office, she was ready to "target" companies with 100 or more employees. "It is a lot more efficient to go to one company with 1000 employees than to go to 100 companies with 10 employees. Usually the larger companies lead the way as far as social programs". She made herself known to the area literacy councils. She visited community colleges and other educational resources to gather material on all upgrading and training programs available. The project was publicized through churches (bulletins) and media interviews. She held meetings with management and union officials and gained their approvals first before talking to the workers. "With the workers I stressed confidentiality and workplace training - never literacy". Materials on available programs were distributed and displayed in the workplace and the lunchrooms. At the steel company messages were attached to pay stubs.

For these tasks Diane's public relations experience plus persistence and tact were valuable assets. Major problems were

encountered: union negotiations, permanent layoffs and temporary layoffs. Despite major problems, the plan obtained the backing of companies and unions, had excellent media coverage and positive employee feedback.

Developed and presented by Diane McDonald
Coordinator
Industrial Tutoring Project (Laubach) Cape Breton

APPROACH

UPGRADING AT STAR KIST CANADA

TARGET

Newly Rehired Employees (January, 1988)

The College Department Head (NBCC-St. Andrews) was contacted about the need for academic upgrading by the Personnel Director of the company and an instructor of "Technical Program on First-Aid" at the company.

The result was very cooperative discussions and approvals by the Personnel Director of the company and the President of the union, based on explanations of available programs to them by the college's literacy coordinator.

All academic and other programs of the college were explained to four groups of 50 employees each at the plant. Prospective employees were tested individually or in groups over a 4-6 week period through 15-20 testing visits.

The employer asked for and received CEIC funding for three weeks, full-time classes, one week of ABE, and two of the BTSD (two at plant site and one at college).

The program and the awareness resulted in many more enquiries and enrolments into various academic upgrading programs in the region.

In addition to funding by CEIC, instructional materials and testing materials were provided by the local community college. Both company and college provided facilities. Testing tools used were:

Slosson (Word Recognition Pronunciation)

Gates Mac-Ginitie (Vocabulary and Comprehension)

Reading Levels and Dominion Mathematics (specific skill strengths and weaknesses).

Post-testing results were shared with employees and management (revealing a 50.3% improvement). After funding was stopped, several students continued academic upgrading. Some went to Night School academic upgrading classes, and others continued with volunteer tutors.

Developed by Mr. Amedee Cormier/Gerald Ingersoll

N.B.C.C. - St. Andrews, N.B.

LITERACY IN THE WORKPLACE

Workshop Group #6

Proposed Strategies:

Know Your Audience:

1. Acquire background information on industry through the media and business publications.
2. Read unions' collective agreements.
3. Find out the "situation" at work: strikes pending? labour negotiations in process?
4. Learn the names of the key people in the targeted company: senior managers, human resources officials, union officials, company "boosters" (natural organizers).
5. Read the seniority lists, workplace bulletin boards.

Contact the key people and work towards an informal meeting to outline your planned program.

Obtain the opportunity to introduce your program to employees.

Once you have introduced your program follow the **FIVE CARDINAL RULES** for success.

1. COMMUNICATION

   Listen to potential employees who express a desire to take part in a program.

   Find out employees' goals.

   Talk to others involved in industry/workplace programs.

   Remember that both union and management have experience in adult education through workshops, seminars, etc. on workplace/employee related

issues.

2. PLANNING

Understand what you are offering.

Make your program presentation clear.

Be prepared to deliver - have tutors and resources in place to meet learning needs.

3. FLEXIBILITY - ADAPTABILITY - ACCESSIBILITY

Adapt to individual and workplace agendas.

Adapt to special needs of shift workers.

Allow for confidentiality.

Use sensitivity.

4. RESPECT the adult learner

The exchange of information is a two-way street.

5. COMMITMENT

You make your commitment when you introduce the program.

Commitments are necessary from management, union and/or government.

Learners must make commitments.

SUMMARY

1. Market "learning" in the workplace.
2. Include "literacy" with other learning needs/skills.
3. Before raising expectations make sure you can deliver.
4. Make sure there is coordination of effort among industry, literacy advocate and/or government.

REACHING-OUT TO YOUNG ADULTS

GUIDELINES: **Reaching Out To Young Adults**

A program must be run on good sound principles.

If you have a good program, students will spread the word.

A good program is staffed by well-trained people.

Programs should be flexible.

Programs should offer success quickly.

Programs for youth should be designed to fulfill the concrete goals of the student.

Programs should include the development of life skills as well as employment skills.

Program location should be easily accessible and visible.

Schools should be avoided.

A comfortable and non-threatening environment should be developed; a designated smoking areas might be necessary.

Students should feel that they are decent functioning members of society.

Suggestions made by Workshop Group #8

Reaching Out to Young Adults

APPROACH PEER TUTORING IN PUBLIC SCHOOLS

TARGET **Students at Risk**

Lack of reading skills is a major problem for many junior and senior high school students. By the time students reach these levels they are often discouraged and apathetic towards school, and often become discipline problems. Some of these students can be helped before they become "drop-outs"

Contact the school officials and start at the "top" with the superintendent, and explain your approach. With the help of principals, teachers and guidance counsellors draw up a list of students at risk.

Work with the school faculty to set up peer tutoring sessions. Requirements would be (1) students who are willing to take the time to help others and (2) students willing to take the help offered.

Keeping one student in school is the beginning of successful method.

Proposed by Workshop Group #7

Reaching Out to Young Adults

APPROACH ADVERTISING

TARGET **Prospective Students**

Professional skills and funding are necessary for the production of effective television advertising. Ads for young adults must be geared for that age group (15-24). A well-known ad campaign directed at a viewing audience of similar age is the series of "Drink Milk" ads featuring well-known sports and entertainment personalities.

Role modelling, again sports and entertainment persons, is used effectively in a series of "Read" posters produced for the American Library Association. These posters are displayed in many New Brunswick libraries.

Less expensive advertising would make use of flyers, brochures, and small posters. Inexpensively prepared notices with tear-off sheets could be distributed to areas where young people congregate: sport facilities, malls, arcades, grocery and liquor stores, laundromats, banks, fast food chains, video stores.

More novel approaches could be tried with funds and the cooperation of companies approached: advertisement messages

on 1.) place mats in fast food chains, 2.) hockey pucks and frisbees, and 3.) plastic shopping bags. The final and often the most successful advertising approach is the use of the students. One successful student in a good program will spread the work for you.

Suggested by Workshop Group #7

Reaching Out to Young Adults

APPROACH EMPLOYERS IN BOSTON AREA

TARGET **High School Students**

In 1987, in the Boston, Massachusetts area, six hundred companies agreed to assist high schools in preparing students for employment. These companies were committed to hiring the graduates. Purpose of the strategy was to direct high school students toward careers in the workplace and ensure that schools graduate more employable workers.

The program was so successful that similar approaches are being tried in other large American cities (New York, Baltimore, Cleveland, Minneapolis).

Reported in Newsweek Magazine (September 21, 1987)

Reported at Workshop by Richard Tenderenda

APPROACH NETWORKING

TARGET **Government and Community Agencies**
Educational Facilities

Make your programs known by contacting as many agencies as possible. Include on your list:

Department of Income Assistance
Department of Health and Community Services
Police/Probation/Parole Officials
New Brunswick Council for Youth
New Brunswick Children's Foundation
Premier's Council for the Handicapped
Employment and Immigration Canada

Talk to the local area manager of the agency you are approaching. With his/her cooperation arrange a staff meeting to explain the program.

Visit teachers who know about student drop-outs. Visit public schools and community colleges. Many students enrolled in NBCC night school classes might be better served in programs for young adults.

Speak to members of the clergy, especially workers in the Salvation Army. Go to the office of the local member of parliament; visit hostels, community kitchens, food banks.

Contact Alcohol Anonymous groups and drug addiction centres. Persons in many of the above mentioned agencies will do recruiting for you.

Developed by Workshop Group #7

Reaching Out to Young Adults

APPROACH DAY CARE FOR STUDENTS' CHILDREN

TARGET **Young Adults (15-24)**

The availability of day care could be a way of attracting and keeping young adults with small children in upgrading programs. Establish the facility in the building where classes are held. Hire a coordinator to organize and supervise the facility. Recruit volunteers to serve as staff members. Parents, grandparents and students might be a good source. Arrange for a program of health care such as the V.O.N. "well-baby" clinic.

Apply for funding to cover costs of: coordinator's salary; rental of room with adequate kitchen and washroom facilities; equipment, including tables, chairs, toys, games, puzzles, book, at supplies, floor mats, activity centres.

Person(s) with specialized training may be needed to organize the facility and screen and train the volunteers.

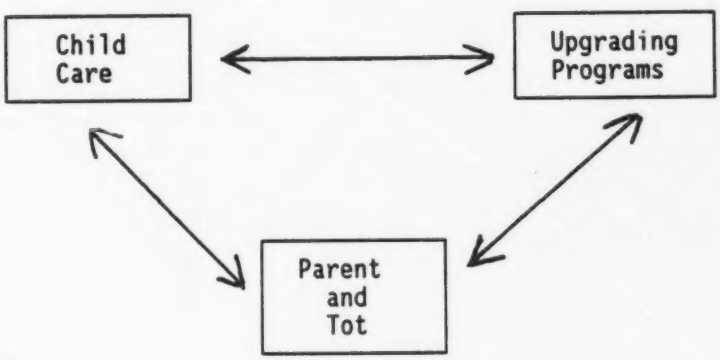
Major problems could be finding funding and space. There could be difficulties in recruiting/training volunteers and transporting students and children. If the program

proves popular the facility could be overtaxed. However, growth would be a measure of success.

Such a program could provide opportunities for the parents to learn methods of effective parenting.

Developed by Workshop Group #8

Reaching out to Young Adults



KEYNOTE SPEAKER AND PANEL MEMBERS

Thelma Blinn, Lunenburg, Nova Scotia, has been an active member of Laubach Literacy since 1971. Her experiences include tutoring, tutor-training, and the establishment of literacy councils from Alberta to Newfoundland. As well she has been involved with literacy programs in prisons and in the workplace. Thelma has serviced on the national executive of Laubach Literacy of Canada.

John MacLaughlin, Toronto, Ontario - Outreach Coordinator for Metro Toronto Movement for Literacy. He worked as a volunteer with the Owen Sound Leading to Reading program which is a part of the Bruce-Grey Literacy Network.

Diane McDonald, Sydney, Nova Scotia - Coordinator of the Industrial Tutoring Project in Cape Breton. Prior to her appointment she worked in the field of public relations. She became involved in the literacy movement as a tutor in her local Laubach Literacy Council.

Conrad Murphy, Calgary, Alberta - Chairman of the Alternative Delivery Department of Alberta Vocational Centre. He is responsible for the establishment and running of outreach programs in Calgary and outlying areas.

Brent Poulton, Toronto, Ontario - Frontier College. At present Brent is a trainer with the "Labourer-Teacher" program that promotes literacy in the workplace. Over the past four years he has been involved with other programs developed by Frontier College.

Brian Woodland, Hamilton, Ontario - Communications office with the Halton Board of Education. He was a founder and coordinator of the Hamilton Hot Line - the first of its kind in Ontario. At present he is President of the Adult Basic Education Association of Hamilton-Wentworth.

LIST OF PARTICIPANTS

Gisele Aube
P.O. Box 1
College Street
Bathurst, NB
E2A 3Z2
CCNB - Bathurst

J.C. Belliveau
1234 Mountain Rd.
Moncton, NB
E1C 8H9
NBCC - Moncton

John Boone
P.O. Box 427
Augustus Street
St. Andrews, NB
E0G 2X0
NBCC - St. Andrews

Edithann Boudreau
320 Pleasant Drive
Chipman, NB
E0E 1C0
Grand Lake Literacy Council

Gaston Boutot
929 Principale
St. Jean-de-la-Lande, P.Q.
E0L 3N0
Madawaska Regional
Correctional Center

Gwenyth Briggs
RR # 1
Bayfield, NB
E0A 1E0
Port Elgin Literacy Council

Hazel Brown
RR #1
Belleisle Creek, NB
E0G 1E0
Sussex and Area Literacy
Council

Mildred Campbell
18 Nicol St.
Chatham, NB
E1N 2Z4
Miramichi Literacy Council

Heather Chase
873 Main St.
Blacks Harbour, NB
E0G 1H0
Charlotte County Literacy
Council

Helen Chernoff
5 Manor Ct.
Fredericton, NB
E3B 2M9
NB Central Reformatory

Diane Clairoux
28 Queen St. W
St. Stephen, NB
E3L 2J9
Charlotte County Literacy
Council

Ruth Cluley
P.O. Box 9
Beresford, NB
E0B 1H0
Bathurst Literacy Council

Pauline Cunningham
858 Brunswick St.
Fredericton, NB
E3B 1J1
Fredericton Community
Kitchen

Kay Curtis
P.O Box 1175
138 Chappel Street
Woodstock, NB
E0J 2B0
NBCC - Woodstock

Alice L. Darke
Lambertville
Deer Island, NB
E0G 2E0
Charlotte County Literacy
Council

Marie Dennis
P.O. Box 1053
80 University Avenue
Chatham, NB
E1N 3W4
NBCC - Miramichi

Ray Desveaux
Provincial Training
Coordinator
PO Box 498
Newcastle, NB
E1V 3M6
UAMCA Joint Apprenticeship
Training Committee of NB Inc.

Melanie Dingee
Dept. of Income Assistance
PO Box 5001
Perth-Andover, NB
E0J 1V0

Lorraine Doiron
CP 459
Richibucto, NB
E0H 2M0
Association Provinciale
d'alphabetisation

Roger Doiron
CP 459
Richibucto, NB
E0H 2M0
Association Provinciale
d'alphabetisation

Greta Doucet
27 John Street
Moncton, NB
E1C 2G7
NBCC - Dieppe

Linda Dupuis
9 Woodward Cres.
Gondola Pt., NB
E2E 1N5
READ Saint John

Janet Eldridge
RR # 1
Fredericton, NB
E3B 4X2
Literacy Council of
Fredericton

Keith Eldridge
RR # 1
Fredericton, NB
E3B 4X2
Literacy Council of
Fredericton

Gail English
P.O. Box 1431
Woodstock, NB
E0J 2B0
Carleton County Literacy
Council

Valerie Evans
303 Douglas Ave., Apt. 3
Saint John, NB
E2K 1E5
READ Saint John

Wynne Farr
Comp. 1, Site 14, RR # 6
Fredericton, NB
E3B 4X7
Canadian Congress for
Learning Opportunities
for Women

Juanita Fowler
132 Topcliffe Crescent
Fredericton, NB
E3B 4P9
Literacy Council of
Fredericton

Hazen Fulton
Old Black Road, RR #2
Saint John, NB
E2L 3W3
Saint John Regional
Correction Centre

Donald J.C. Gallen
PO Box 9, Site 12, RR #1
Charlo, NB
E0B 1M0
East Restigouche Literacy Council

Val Goodwin
RR #3, Box 71
Port Elgin, NB
E0A 2K0
Port Elgin Literacy Council

Pat Harvie
C 19, Site 4, RR #3
Fredericton, NB
E3B 4X4
Frontier College

Jerry Hicks
PO Box 2100, Station A
1234 Mount Road
Moncton, NB
E1C 8H9
NBCC - Moncton

Janet Higgins
P.O. Box 6000
Fredericton, NB
E3B 5H1
Department of Advanced
Education & Training

Sandra Holmes
95 Wyatt Crescent
Saint John, NB
E2J 4C9
READ Saint John

Barbara Hunter
PO Box 2
Boiestown, NB
E0H 1A0
Central New Brunswick
Literacy Council

Horace Jewett
RR # 3
Mouth of Keswick, NB
E0H 1N0
NB Senior Citizens' Federation

Pat Kelly
PO Box 534
Chatham, NB
E1N 3A8
New Brunswick
Federation of Labour

Dermot Kingston
214 Fulton Avenue
Fredericton, NB
E3A 2B8
Laubach Literacy
New Brunswick

Mrs. Eileen Knight
236 Stanley St.
Fredericton, NB
E3B 3A3
Literacy Council
of Fredericton

Carolyn Knowlton
RR #2
Plaster Rock, NB
E0J 1W0
Tobique Literacy Council

Thelma Kolding
406 Mansfield St.
Fredericton, NB
E3B 2Z9
Laubach Literacy New
Brunswick

Marie-Jeanne Larkin
PO Box 1175
Woodstock, NB
E0J 2B0
NBCC - Woodstock

Sandra Latchford
The Learning Centre
University of New Brunswick
Fredericton, NB
E3B 6E3

James LeBlanc
Moncton Literacy Council
Learner

Jacques Leclerc
C.P. 309
Campbellton, NB
E3N 3G7
CCNB - Campbellton

John MacDonald
P.O. Box 1053
80 University Avenue
Chatham, NB
E1N 3W4
NBCC - Miramichi

Wayne Macdonald
P.O. Box 2013
Woodstock, NB
E0J 2B0
Carleton County Literacy
Council

David Malcolm
CBC
1160 Regent Street
Fredericton, NB

Wayne Malloy
Rainsford Lane, RR #3
Fredericton, NB
E3B 4X4
Fredericton District
Labour Council

Harvey Malmberg
456 Hanwell Road
Fredericton, NB
E3B 2R4
Literacy Council of Fredericton

Barbara McAleer
3 Hackett
Tidehead, NB
E0K 1K0
Campbellton Literacy
Council

Diane MacAusland
42 Carmarthen St.
Saint John, NB
E2L 2N2
READ Saint John

Tim McCarthy
105 Janice Street
Newcastle, NB
E1V 1B9
New Brunswick Federation
of Labour

John McEwen
P.O. Box 1630
Dalhousie, NB
E0K 1B0
New Brunswick Federation
of Labour

Paul McMackin
P.O. Box 270
Grandview Avenue
Saint John, NB
E2L 3V1
NBCC - Saint John

James Mercer
58 Mount Royal Blvd.
Moncton, NB
E1E 2V2
Laubach Literacy New
Brunswick

Merle Milson
P.O. Box 1053
80 University Avenue
Chatham, NB
E1N 3W4

Joseph D. Moulton
Maliseet Nation at Tobique
Perth, NB
E0J 1V0
Tobique Economic Development Council

Ronald Page
4 McConnell St.
Fredericton, NB
E3A 3Y4
NB Senior Citizens Federation

David Paul
P.O. Box 100
Perth, NB
E0J 1V0
Tobique Economic Development Council

Victor Paul-Elias
975 Hanwell Road
P.O. Box 2600
Fredericton, NB
E3B 5B6
Employment & Immigration Canada

Theresa Perley
Tobique Reserve
RR # 3
Perth, NB
E0J 1V0
Tobique Economic Development Council

Marilyn Pond
P.O. Box 28
Woodstock, NB
E0J 2B0
Carleton County Literacy Council

Nancy Quigley
96 Norwood Avenue
Moncton, NB
E1G 6L9
New Brunswick Federation of Labour

Johanna Rocco
P.O. Box 357
Rexton, NB
E0A 2L0
Greater Moncton Literacy Council

Jacqueline Ross
General Delivery
Boiestown, NB
E0H 1A0
Central New Brunswick Literacy Council

Cathy Russell
P.O. Box 1053
80 University Avenue
Chatham, NB
E1N 3W4
NBCC - Miramichi

Tony Sappier
Tobique Reserve
RR # 3
Perth, NB
E0J 1V0
Tobique Economic Development Council

Marilyn Savage
P.O. Box 141
Plaster Rock, NB
E0J 1W0
Tobique Literacy Council

Peter Sawyer
30 Hamilton Court
Riverview, NB
E1B 3C3
Greater Moncton Literacy Council

Grace Shaw
P.O. Box 2067
Woodstock, NB
E0J 2B0
Carleton County Literacy Council

Dorothy Silver
18 Ross Terrace
Fredericton, NB
E3B 5W5
Learner

Gilda Sirois-Michaud
P.O. Box 70
225 Power Street
Edmundston, NB
E3V 3K7
CCNB - Edmundston

Bill Snowdon
Drawer A, Dorchester Penitentiary
Dorchester, NB
E0A 1M0
Correctional Services, Canada

Kenneth St.Jacques
P.O. Box 165
Perth, NB
E0J 1V0
Tobique Reserve

Geraldine Stanaway
4 Carleton Street
Fredericton, NB
York Regional Library

Richard Tenderenda
Department of Advanced
Education & Training
PO Box 6000
Fredericton, NB
E3B 5H1

Bernard Theriault
Department of Advanced
Education & Training
PO Box 6000
Fredericton, NB
E3B 5H1

Teresa Thomas
Lambertville
Deer Island, NB
E0G 2E0
Charlotte County Literacy Council

Arvella Tilly
Comp. 8, Site 5, SS 3
Fredericton, NB
E3B 1R8
Literacy Council of Fredericton

Margaret Wall
RR # 5, Whittaker Rd.
Fredericton, NB
E3B 4X6
Fredericton Literacy Council

Joyce Waterhouse
P.O. Box 12345
Fredericton, NB
E3B 5C3
New Brunswick Library
Service

Roger Wedge
Comp. 19, Site 22, RR # 6
Fredericton, NB
E3B 4X7
New Brunswick Training
School

Barbara Wescott
P.O. Box 424
15 Clark Ave.
St. George, NB
E0G 2Y0
Charlotte County Literacy
Council

John White
515 Squires St.
Fredericton, NB
E3B 3V3
Fredericton Literacy
Council

Marion Zaichkowski
10 Wallace Court
Riverview, NB
E1B 3T1
Greater Moncton Literacy
Council

Guests

Thelma Blinn
P.O. Box 1198
Lunenburg, NS
B0J 2C0

John MacLaughlin
9 St. Joseph St.
Toronto, Ontario
M4Y 1J6

Diane McDonald
450 Charlotte Street
Sydney, NS
B1P 1E4

Conrad Murphy
Alberta Vocational Centre
332 6th Avenue SE
Calgary, Alberta
T2G 4S6

Brent Poulton
Frontier College
35 Jackes Avenue
Toronto, Ontario
M4T 1E2

Brian Woodland
Halton Board of Education
2050 Guelph Line Burlington, Ont.
L7R 3Z2